BROOKLYN COLLEGE YEAR-END PERFORMANCE REPORT (2005-2006)

Goal 1: Raise Academic Standards

Objective 1: Promote CUNY flagship programs and strengthen premier campus programs while ensuring that every college offers a sound general education program.

College Target 1: Outstanding faculty will be recruited to flagship/premier programs

Outcome 1: In 2005-06, the College appointed 14 faculty in premier programs in the Arts, the Sciences, and in Education. Among the outstanding scholars who will join the faculty are Vito Acconci (Art), an internationally renowned performance artist whose works have been exhibited at the Whitney Museum, the Musee des Beaux Arts, the Museum of Contemporary Art Barcelona, and the Stedelijk Museum Amsterdam; Peter Lipke (Biology), a leading researcher in cell adhesion and cell surface development who brings a strong commitment to mentoring junior faculty and an impressive record of multi-year, multi-million dollar funded research projects; and Jacqueline Shannon (Education), a developmental psychologist from NYU and NIH Post-Doctoral Research Fellow whose research focuses on the role of fathers in child development.

Tania Leon (Conservatory of Music) was named a Distinguished Professor by the Board of Trustees in February 2006. Professor Leon, a preeminent member of the faculty, is an internationally renowned and prolific composer and conductor. The college appointed 3 named professors in premier programs: one in the sciences (Biology), another in the performing arts (Theater), and the third in the School of Education. Three named professors were also appointed in Classics, English, and History.

College Target 2: Prominent programs will draw greater recognition

Outcome 2: Members of the faculty drew national and international attention. Examples: the MLA Scaglione Prize for translation of a scholarly study of literature; the Prix de Rome, awarded to only four visual artists in the country; the 2005 Award for Outstanding Research at the Congress of the International Research Society for Children's Literature; the Association for Theater in Higher Education Award for Excellence in Editing. The invention and marketing of a non-invasive device for treating hearing loss in children, hitherto remedied by surgery, drew international acclaim.

Among student honors: a Truman Scholar, a Fulbright Scholar, 2 Gates Millenium Scholars, 2 Jeanette K. Watson fellowships, an NSF pre-doctoral fellowship, and an Emmy winner.

For the third year in a row, the College was listed in the Princeton Review's *America's Best Value Colleges (*2007). The President was honored by the American Friends of the Open University of Israel at its annual gala, accepting the Yigal Allon Award on behalf of the College.

The Center for the Study of Brooklyn was accorded formal status by the Board of Trustees and launched two research projects: a study to examine and assess housing displacement in Brooklyn, and a multi-pronged study that will delve into the tolerance found among people from various religious and ethnic groups living along Brooklyn's Coney Island Avenue.

The Center for the Study of Religion in Society and Culture received an award from the Louisville Institute in the fall. It co-sponsored a daylong conference in October and a six-part lecture series in the spring. In light of the director's impending retirement, the College is developing plans for the future of the center.

College Target 3: Faculty research awards/scholarships will increase from 2004-2005 levels

Outcome 3: Through May 2006, 153 proposals were submitted and 72 grants were awarded for over $10 million. Strategies in support of research and scholarship included:

- Under the aegis of the Provost's Initiative for Excellence in Research and Scholarship (PIERS), the Office of Research and Sponsored Programs conducted a series of workshops for science faculty who received reassigned time to develop and submit proposals to grant programs that provide full overhead.
- The College supplied new faculty with over $500,000 to acquire research equipment. Another $423,000 for equipment for new and established investigators came from two NSF Major Research Instrumentation grants.
- A Science Research Council developed strategies for mentoring junior faculty to improve grantsmanship.
- A Funding Council, chaired by the President, was created to define and establish priorities and to lay the groundwork for the coordination of college-wide grant-seeking activity.
- An NIH NIGMS-funded Support of Continuous Research Excellence (SCORE) project will support the research of five investigators (including one new investigator) and an additional three proposals were submitted as a supplement in June 2006.

The CUNY Faculty Scholarship Report submitted by the College lists 52 books, 16 edited books, 41 chapters in books, 210 peer reviewed articles, 123 other articles, and 36 creative works --- a total of 478 scholarly activities that represent the collective accomplishments of Brooklyn College faculty in 2005.

College Target 4: New resources will be shifted into flagship/premier programs

Outcome 4: The College's premier programs attract outstanding faculty, wide attention, and external funding. In the School of Education, five of six vacant tenure track faculty positions were filled and 14 substitute appointments (6 in fall and 8 in spring) were made in 2005-06.

The MFA in Playwriting and Fiction received a donation of $150,000 to be used over a five-year period for fellowship support of students. A *Brooklyn on My Mind* series, with Leonard Lopate as interviewer, was launched in fall 2005 and will continue for a second year. The program recruited outstanding authors as part-time program instructors, among them eight fiction authors, two poets, and two playwrights.

As the inaugural incumbent of the Zicklin Endowed Chair, Lee Quinby infused new intellectual energy into Honors Academy programs -- three high-level seminars, a guest speakers program (co-sponsored by the Wolfe Institute), and a weekly luncheon program to foster informal peer mentoring. The Honors Academy suite, which also accommodates the Honors College, was expanded and refurbished.

In April 2006, the Board of Trustees approved the establishment of an M.F.A. in Performance and Interactive Media Arts. Fundraising to support the program brought in some $350,000 from government and foundation sources. Over a dozen proposals for program development, equipment, and scholarship are in preparation for upcoming grant submission deadlines between June and October 2006.

In the sciences, the College's building program continues to be a centerpiece of program planning and development. It has shaped programmatic foci to attract outstanding faculty and build a research pipeline of students from pre-collegiate to post-doctoral programs based on modern interdisciplinary collaboration. Cited by Project Kaleidoscope as an example of good practice in institutional planning, it has led to a shared faculty vision for science research and teaching in the 21st century. An architect has been selected for a feasibility study that will begin the design process for the new science complex. Dr. Zhongqi

Cheng, a new hire in geochemistry with a specialty in measurement and remediation of environmental remediation from heavy metals such as lead and arsenic, will serve as Director of the Environmental Analysis Core Center (which will undergo major renovation, including equipment, this summer).

College Target 5: Implement approved Coordinated Undergraduate Education (CUE) plan and improve integration of Writing Across the Curriculum (WAC) throughout General Education and all academic disciplines

Outcome 5: In 2005-06, CUE's organizational structure was modified slightly to more closely align with the College's new strategic plan, the new Core Curriculum, and the goals of the College and University Campaign for Success. CUE initiatives are at the heart of the College's efforts to achieve the critical student outcomes described in Outcomes 10, 13, 14 and 16.

The new Core Curriculum, to be implemented this fall, consists of 11 three-credit courses structured in two tiers, lower and upper. Courses are grouped under three broad categories: Arts and Literatures; Scientific Inquiry; and Philosophical and Social Inquiry. Each new Core course identifies which of ten common Core goals are addressed, lists course objectives and outcomes, and indicates how learning will be assessed. Upper-tier courses are interdisciplinary in nature and designed in large measure as the result of participation by faculty during spring 2006 in *Transformations IX: Core Connections*, a faculty development workshop series. To help students and faculty advisors understand the new curriculum, the College offered special workshops and posted detailed information customized for continuing, entering, and transfer students on both the student and faculty portals (www.brooklyn.cuny.edu/portal/core/). The Core will be assessed over a three-to-five year cycle and improvements made in response to the evidence collected.

Two WAC co-coordinators were appointed, and *Writing In the Disciplines* was successfully integrated into upper-level major courses. Protocols and procedures for assessing writing outcomes in Writing Intensive courses were implemented, and will be applied to Writing Intensive majors in 2006-07. The College's chapter proposal (on assessment) will appear in a jointly published CUNY anthology.

Objective 2: Use program reviews and assessment outcome efforts to enhance and update programs, pedagogy and use of technology to improve instruction.

College Target 6: Conduct external program reviews and implement resulting action plans, and review and update non-credit courses and programs

Outcome 6: The Department of Mathematics is revising its multi-year plan. Women's Studies and the Department of Economics are in the post-phase of the cycle (i.e., reviewing progress).

Programs evaluated 2003-04: Geology and Biology have completed the External Evaluation process. The Chemistry plan is currently being revised. The first draft of the Physics plan is due mid-October. *Programs evaluated 2004-05:* Final drafts of plans for Modern Languages and Literatures, Political Science, and Psychology are due mid-October. *Programs evaluated 2005-06:* Site visits for Speech Communication Arts and Sciences, in Computer and Information Science, and in Health and Nutrition Sciences have taken place. Review and update of the Adult and Continuing Education program is discussed in Outcome 25.

College Target 7: Professional programs will be certified/accredited

Outcome 7: The College received formal notification of its NCATE accreditation in November 2005. Further steps in the NCATE accreditation cycle and efforts to address areas needing improvement will continue until the next scheduled visit in fall 2009. The National Council of Teachers of English has approved the English Education program; the School Psychology program is preparing to re-submit to the National Association for School Psychology in fall 2006; Childhood and Physical Education is readying its re-submission for fall 2009. School Counseling continues to prepare for national accreditation and Educational Leadership has begun the process by creating a draft proposal for a master's program. Assessment efforts in the School of Education continue to be refined. An alumni survey has been developed for distribution and analysis in 2006-07; focus groups and discussions with employers were conducted. Integration of data from Speech is now complete; integration of Music data is in progress; work on integrating data from Physical Education continues.

Program information regarding the recently-approved BBA was sent to the admitted student population; the program was actively promoted at the April Open House; a new recruiting brochure is in preparation. Two additional undergraduate degree programs -- a B.A. in Communication and a B.S. in Multimedia Computing -- are in the final stages of governance approval and will be presented to CAPPR next fall.

In May 2006, the SED, after review by the Board for Mental Health Practitioners, approved the College's proposal to establish a licensure-qualifying M.A. Program in Mental Health Counseling. The Letters of Intent for Advanced Certificate programs in Autistic Spectrum Disorders and Assistive Technology are scheduled for Faculty Council review this fall.

College Target 8: Show progress in implementing learning outcome plans

Outcome 8: The Outcomes Assessment Task Force (OATF) focused on the Core Curriculum this year. In the fall, it reviewed and provided feedback for the lower- and upper-tier course proposals making their way through governance. In the spring, it analyzed lower-tier courses to determine the number of courses that address each of the College's general-education goals. For upper-tier courses, it articulated the common goals for each of the three course categories, based on the stated goals of the courses created for each category. Each upper-tier course now has four to six common goals that will shape future courses in that category and form the basis for assessment of these courses. Results of the review will shape the 3-5 year cycle for the outcomes assessment of the new Core.

Four resource faculty members (members of OATF), each assigned to one of the divisions, supported the academic departments in developing their programmatic mission, setting goals and course objectives, and beginning the assessment process.

Learning Community and Gateway course assessment activities continue. Surveys on academic and student services were administered and analyzed to identify action steps. Progress made by WAC is discussed in Outcome 5. Assessment of non-teaching activity continued as part of overall institutional effectiveness.

College Target 9: Use of technology to enhance instruction and student access to computer technology will increase

Outcome 9: Reflecting the College's commitment to technology deployment and training, student satisfaction with access to computer technology has steadily increased over the past four years in the CUNY SES from 2.85 in 2002 to 3.24 in 2006 (which is .25 above the norm for peers at senior colleges). Frequency of use of computer technology, measured at 2.28, is consistent with other senior colleges.

Library and Academic Instructional Technology staff conducted faculty and student workshops about

activated Blackboard course sites and began to identify all asynchronous and hybrid courses in the schedule of classes. An expanded Library Café and a new Library student lab opened in fall 2005; beaming stations on every Library floor enable students to download stack maps and other information.

A Teaching and Learning Technology Roundtable Subcommittee is mapping technology goals of the Center for Teaching, the Library/Academic Technologies, and Information Technology Services to the college-wide Strategic Plan and creating an IT Plan and assessment timetable to be presented this fall. WebFolders, a project facilitating remote access to computer files, attracted 125 faculty and staff users.

College Target 10: Show and pass rates on CUNY proficiency exam will rise.

Outcome 10: The percentage of required invitees who took the CUNY Proficiency Exam rose from 80.4% in fall 2004 to 82.1% in fall 2005; the percentage of required test-takers passing the CUNY Proficiency Exam increased to 95.4% from 93.5%. Eligible incoming fall students who registered in April and May were invited to take the CPE in June 2006 when they have time and are able to participate more easily in and concentrate more fully on pre-exam workshops.

Objective 3: Increase instruction by full-time faculty

College Target 11: Instruction by full-time faculty will be maintained or increased incrementally, commensurate with financial ability.

Outcome 11: 60.6% of instruction provided to undergraduates was taught by full-time faculty in fall 2005 compared to 62.5% in fall 2004. This 1.9% decrease is consistent with the 2.1% decrease for all senior colleges. Reassigned time contractually provided to new untenured faculty and reassigned time associated with University initiatives are not adjusted for in the calculation and are major contributors to this decrease. The College strives to strike a balance between having full-time faculty in the classroom and supporting faculty in their research endeavors.

College Target 12: Efforts to recruit under-represented groups to the faculty and staff will be made

Outcome 12: Building faculty diversity is a priority. The College employed proactive recruitment measures to ensure that the underutilization of minorities and women is remedied. To achieve this goal, the Office of Affirmative Action, Compliance, and Diversity, the Office of Human Resources Services, and the Task Force on Faculty Diversity coordinated recruitment efforts that focused on increasing outreach to ensure diverse applicant pools and educating academic leaders about the benefits of a diverse faculty. Over fifty percent (50%) of the faculty hires are women; more than forty percent (40%) are under-represented minorities.

The College's staff is generally reflective of the gender, racial, and ethnic composition of the benchmark availability figures. Thus, efforts to increase staff diversity focus on job groups in which the percentage of women and minorities is less than would reasonably be expected given their availability. In these instances, more extensive outreach is required and the Office of Affirmative Action, Compliance, and Diversity worked with the hiring official to ensure that the broadest and most diverse pool of applicants was recruited. Over forty percent (40%) of new hires this year are women; more than forty-five percent (45%) are people of color.

Goal 2: Improve Student Success

Objective 4: Increase retention and graduation rates

College Target 13: Retention rates will increase by 2 percentage points

Outcome 13: Retention for first-time freshmen and transfer students entering in fall 2004 was 75.5% and 69.6%, respectively. Aware of the importance of academic advisement as a foundation for advancement to graduation, the College reconceived and restructured the Academic Advisement Center under the leadership of the Provost and the new Dean for Undergraduate Studies. A name change -- the Center for Academic Advisement and Student Success (CAASS) -- reflects a paradigm shift away from enforcing regulations (moved to the Office of the Registrar) and toward proactively facilitating progress to graduation using best practices, including those currently utilized in the College's TOCA program.

During the course of the year, the Center completed a search for a new director, expanded hours, hired a dedicated counselor for adult and returning students, and increased staff training. The recently inaugurated Dean's Council on Academic Advisement is a forum to establish a campus-wide advisement culture and achieve an integrated advisement approach. A series of program enhancements (to be highlighted as goals for 2006-07) targeted to incoming fall 2006 students and continuing students was developed to address identified needs. Once these initiatives are fully implemented, increased retention and graduation rates are anticipated.

Pre-registration, academic, and co-curricular orientation workshops were offered to entering students. Transfer Interest Groups (TIGs) were updated to be more closely connected to clusters of majors. Learning communities and targeted pedagogical interventions for gateway courses continued. Over 3,200 new students received at least one phone call during their first semester as part of the "Kool Call" program and the Empowering, Recruiting, Investing, and Supporting (ERIS) program focused on retention. The College participated in the Consortium for Student Retention Date Exchange (CSRDE) and disseminated persistence information to the campus community.

College Target 14: Graduation rates will rise by 2 percentage points

Outcome 14: The six-year graduation rate for freshmen entering in fall 1999 was 39.4% and, for transfer students, it was 47.1%. These results represented an increase of 0.5% and 1.9% respectively over the three-year weighted average target established by the College.

Strategies designed to support and enhance undergraduate graduation rates include:

- The On-Course Advantage (TOCA): Now folded into CAASS, TOCA serves about 10% of all undergraduates. Compared to non-TOCA students who are academically eligible for the program, TOCA students graduate at accelerated rates.
- Targeted Programs: Gateway course initiatives and online and in-person tutoring programs continue to show positive results.
- Student Academic Progress Alert (SAPA): SAPA rosters were expanded beyond the base of sophomores to include students on probation. SAPA's faculty interface was simplified to facilitate participation in this early warning system.
- Co-curricular Initiatives: These initiatives bond students to the College and each other, and promote civic engagement. SERVA registrants increased to 405 students who provided a total of 18,547 hours of documented service on and off campus. The Student Leaders in Campus and Community Program (SLICC) trained upper-level students to become mentors to new students and to become student leaders.

The four-year graduation rate for Master's students was 60.3%, which kept pace with the College's three-year weighted average target of 60.1%. Strategies implemented to support the persistence of graduate students include:

- Increased efforts by the Office of the Graduate Dean and graduate deputies to identify academic problems early and provide proactive and personalized outreach. The number of Master's students on probation continues to decline.
- In part through new resources provided by the Graduate Investment Program (GIP), well-attended workshops were held on careers (in collaboration with the Magner Center) and graduate education; a series of intersession workshops on such topics as writing, technology, and ESL were offered. A new on-campus internship program was developed to provide professionally relevant work experience connected with selected Master's degree programs. Students rated programs highly.

The Title III-funded BC WebCentral Student Portal provides well-received services. The number of student users has grown to about 84%. New features were introduced, including online declaration of major with automatic notification to department advisers. DegreeWorks continues to be an effective tool, with over 150,000 logins by students and advisors. The College participated in the CUNY initiative to design a TAP audit component.

Objective 5: Improve post-graduate outcomes

College Target 15: All teacher education and accounting programs will improve performance on certification/licensing exams

Outcome 15: The pass rates on both the LAST and the ATS-W were 95%, up by 4% for the former and steady state for the latter. The target of 90% on the pass rate of the Content Specialty Test was exceeded by 2% (to 92%), and the actual number of Content Specialty Test takers rose by about 400%. Successful strategies that contributed to this outcome, such as collaboration with liberal arts and sciences faculty and test preparation workshops, continue.

Review of CPA exam results has been suspended by the University this year in light of the change-over to a new computer-based test format.

Objective 6: Improve college readiness

College Target 16: Draw upon degree and non-degree resources to improve performance on skills tests to improve the % of immersion students who pass skills tests or enter Prelude program and improve the % of SEEK/ESL student who pass the skills tests in the allowed time.

Outcome 16: The percentage of immersion students who improve performance on skills testing continues to rise. 93.7% of non-ESL students passed required basic skills tests by completing USIP or enrolling in Prelude to Success (7.8% above the senior college average and an increase from last year). 97.3% of non-ESL SEEK students demonstrated progress toward basic skills proficiency by the end of summer immersion, as did 86.0% of first-time freshmen enrolled in USIP (both SEEK and regular). 91.4% of non-ESL SEEK students passed all basic skills tests within one year. All of these represent increases from the previous year. The percent of ESL students (SEEK and regular) who passed all basic skills tests within two years declined to 68.2%.

Results of the intersession modular programs in summer 2005 and January 2006 were most encouraging. In January, 245 students enrolled in the workshops. Of the non-ESL students who completed them, 75% passed all 3 tests -- 10% up from last year. Also positive were the results of the all-new Summer Science Preparatory Programs: 94% received grades of C or above. The Associate Dean of Undergraduate Studies served on the University USIP committee that proposed a re-conceptualization of summer

immersion offerings. PACE continues to address the needs of degree-seeking adult students by offering bridge courses.

College Target 17: Meet College Now enrollment targets, and 75% of participants will complete courses and earn grades of A, B, or C; retain College Now alumni at CUNY at a higher rate than non-alumni; and implement College Now program strategic plans

Outcome 17: College Now met its enrollment targets for 2005-06 and the priorities set in its strategic plan. These included establishing relationships with several small schools, particularly at Wingate HS, and strengthening its grade 9-12 college preparatory course sequence by building up the curriculum, increasing enrollment, and initiating participation by parents.

The original enrollment target of 347 college credit registrations included STAR HS seats (which were ultimately funded separately). Without STAR, the enrollment target was 177. Actual enrollment was 203, which exceeded the revised target by 15%. In fall 2005, 64.4% of the students in college credit courses completed with grades of C or higher (one waiver course produced unusually high failure rates across all sections and will no longer be offered). The original high school credit registration target was 232. It was revised with approval to 150, a target that was met. In fall 2005, the student success rate ranged from 75 to 80% in all but one course (which had an unusually low pass rate), bringing down the overall pass rate to 65%.

An analysis by CUNY Central Office of Collaborative Programs suggests that, to a statistically significant degree, retention at CUNY of CN-alumni is higher than that of non-CN alumni. Further research is planned to determine how to weigh CN participation as a factor in student retention.

Objective 7: Improve quality of student support services

College Target 18: Student satisfaction with academic support services and student services will rise

Outcome 18: Preliminary spring 2006 CUNY SES results indicated student satisfaction with academic support services to be 2.90 (out of 4.0) and with student services to be 2.65 (out of 4.0). The decline in satisfaction with academic support services (from 3.02 in 2004) appears to be related to a lower (but still high) mean for library services from the 2004 survey.

Strategies to raise the level of satisfaction included, among others:

- Initiatives in the Magner Center for Career Development and Internships: two “early career” workshops to support decisions about majors and careers; follow-up career counseling and expanded vocational assessments; and a new student tracking system. The Professional Development Institute (PDI) was launched as a pilot (fall 2005) and provided personalized career counseling, access to high level internships, mentoring by BC alumni, and specialized workshops.
- Restructuring of the academic advisement function and automation of routine tasks through online services (see Outcomes 13 and 14); support and activities for students in pre-professional tracks; improved learning center programs using technology.
- Upgrade of computers in the library and computer labs (see Outcome 27).
- In-service training programs for all Student Center employees emphasizing service and communication; individualized training for staff performing specific functions to augment the umbrella program.
- Better communication about the location and availability of health services on campus by the Health and Wellness Consortium resulted in increased use of services by 24% in spring 2006.

- Improved services for veterans (enrollment in spring 2006 up by 1%). Wide distribution of the BC Veteran's Informational Brochure. A Memorial Weekend trip to Washington, which was well received by the 75 participants (among them students from NYCTC and BMCC) as was a trip to Colonial Williamsburg. Both the Veterans' Students Organization and SOFEDUP sponsored a luncheon for disabled students, veterans and non-veterans.

Goal 3: Enhance Financial And Management Effectiveness

Objective 8: Meet enrollment goals and facilitate movement of eligible students from associate to baccalaureate programs

College Target 19: Targets will be met for degree credit and adult and continuing education enrollment; mean SATs and CAAs of baccalaureate entrants will rise

Outcome 19: The College continues to attract a well-prepared undergraduate student population. Total undergraduate enrollment was up 1.7%, first-time freshmen enrollment 16.4%, and entering transfer student enrollment 2%. As measured by SAT scores, the preparedness of first-time freshmen was 12 points above the senior college mean. The mean college admissions average of first-time freshmen was 84.3, slightly above the senior college total.

Graduate enrollment declined by 7%, attributable in part to increased tuition and application fees. The total number of non-degree graduate students continued to decline (20% from fall 2004) as tuition increases made off-campus programs more expensive than those offered by private institutions. So as to bolster recruitment of new degree-seeking graduate students through a streamlined application review process, a new admissions workflow based on imaging technology is being implemented.

Under the leadership of a new AVP, Enrollment Services has begun a complete review and revision of baseline functions and services. Among the year's new enrollment initiatives are the SMART Program, which allows incoming students to sign up for a registration appointment convenient for them, and *Welcome Back to Brooklyn*, a multi-pronged recruitment campaign directed to readmits who are strong candidates for graduation.

Enrollment for PACE (formerly Adult and Continuing Education) is discussed in Outcome 25.

College Target 20: Progress toward completing TIPPS equivalencies, establishing/implementing intra-CUNY articulation agreements, implementing DegreeWorks by December 2006, and speeding evaluation of transfer transcripts

Outcome 20: 1,416 equivalencies were entered into the TIPPS database this year. With more than 96.15% of courses completed, the College is at the forefront of this system-wide initiative. Over 180,000 courses have been evaluated in the Domestic Institution Transfer System; prospective and entering domestic transfer students receive preliminary evaluations; in fall 2005 over 89% of entering domestic transfers were fully evaluated by the end of the semester. A parallel system for foreign institution evaluations continues to be explored. DegreeWorks is implemented and the College is contributing to the CUNY-wide effort.

Collaboration with Kingsborough continues to be a priority. A new Seamless Information Exchange program is in place, designed to permit real-time data sharing of SIMS records and to facilitate the transfer of KCC students to BC and the referral of appropriate students from BC to KCC. KCC was given a briefing on the College's new Core Curriculum. An admissions transfer counselor serves as

onsite liaison with KCC, BMCC, and other feeder community colleges. An academic transfer advisor partners with the admissions counselor at all transfer fairs. The number of transfers from CUNY AA/AS and CUNY AAS programs increased 11% and 4% respectively from fall 2004.

College Target 21: Implement the CUNY AA/AS to BA/BS articulation program in teacher education

Outcome 21: School of Education (SoE) faculty participated in the CUNY Early Childhood articulation work group to align coursework and foster a smooth transition from community colleges to the four-year campuses. Plans are in place to conduct orientation sessions to show students what is expected around fieldwork, student teaching, GPA, and portfolios. SoE faculty participated in university-wide efforts to integrate Lincoln Center Higher Education Institute partnership resources more systematically into the undergraduate program.

Objective 9: Increase revenues from external sources

College Target 22: Alumni-corporate fundraising will increase 10%

Outcome 22: The College expects to meet or exceed the weighted average of $7.1 million based on the last three years of cash receipts. Combined with new and outstanding pledges, bookable receipts for FY06 are expected to exceed $13 million. Final numbers will be reported in the mid-July addendum.

The President and a newly-appointed Vice President for Institutional Advancement (VPIA) concentrated on top prospects while the development staff stepped up efforts to grow principal gifts and annual fund support. A campaign to raise matching funds for the proposed performing arts center was successful and fundraising for this project will continue. The annual gala dinner in October 2005 had revenues 38% higher than the prior year. The Foundation Board was reorganized and new committees were established. A board committee dedicated to Planned Giving was created and an implementation plan to solicit deferred gifts is in preparation. In annual giving, strategies targeting previously untapped populations — e.g., young alumni — were completed and implemented in spring 2006. The College is represented in various committees and task forces of the CUNY Campaign.

College Target 23: Contract/grant awards will rise 10%

Outcome 23: The final amount of grants and contracts administered through the Research Foundation will be reported in the mid-July RF addendum. The College expects to exceed the targeted 10% increase. Efforts to secure funding to enhance education in the sciences (STEM) for minority students and connect the College to exemplary programs with partner high schools have resulted in two notable NSF awards: one will increase participation of women and minorities in computer science, the other will increase participation of students interested in careers in physics, geology, and science education. This past year, the College won two NSF Major Research Instrumentation grants totaling $422,791. For the coordinated strategies to increase faculty research and scholarship through grant-funding, see Outcome 3.

College Target 24: Indirect cost recovery ratios will improve

Outcome 24*:* Indirect cost recoveries as a percentage of overall activity at the Research Foundation will be reported by the RF in the mid-July addendum. The College expects to maintain its ratio or increase it incrementally. Several new research grants that include full overhead will contribute to this, especially with the recent 4% F&A increase. NSF equipment grants (see Outcomes 3 and 23) do not carry overhead and illustrate the need to balance indirect cost recovery rates with institutional goals.

College Target 25: Meet agreed revenue targets for adult and continuing education

Outcome 25: Based on registration through mid-May (4,652 compared to 4,565 for 2004-05, a 1.9% increase), the College expects to meets its adult and continuing education revenue target. To reflect offerings that now include credit-bearing courses and both undergraduate and graduate certificate programs, Adult and Continuing Education was renamed Professional Advancement and Continuing Education (PACE). Efforts to develop off-site programs continue; PACE and the Women's Center continue to collaborate on programs designed to provide better service to adult students. Program offerings and student/faculty satisfaction are assessed and community input is sought on a consistent basis. During 2005-06, seven new programs were added and eight certificate programs were revised in response to the evidence collected.

Objective 10: Improve productivity, service to students, and environmental health and safety

College Target 26: Achieve productivity savings target and apply those funds to student-instruction related activities

Outcome 26: The College achieved its assigned share of productivity savings and applied the savings to both instruction-related and student services activities. The savings were produced largely by leveraging technology and streamlining management of operations (details in an addendum). The College shares applications (e.g., workload system) and processes (e.g., mailroom operations) with CUNY.

College Target 27: Student satisfaction with administrative services will rise or remain constant

Outcome 27: The preliminary spring 2006 CUNY SES results measured student satisfaction with administrative services at 2.78 (out of 4.0) and with facilities at 3.03 (out of 4.0). For both measures there were declines from the 2004 survey.

Strategies implemented to improve student satisfaction with administrative services include the following:

- YESS Center Enhancements: To improve services for evening students, two financial aid counselors were housed at the Center; hours for ID card creation and validation were extended; bursar and check distribution services were increased. Results from a spring 2006 institutional survey informed a decision to expand to a one-stop Enrollment Services Center for all students as a pilot that can be transported to the West Quad complex. Besides providing in-person services, the new Center will integrate the College's online administrative services into its processes and interactions with students.
- Improvements in communicating billing information and payment options. A new "e-bill" can be downloaded and used as a payment document. Information and reminders reach students via printed materials, eAlert messages, and telephone calls. Financial aid award letters are being sent out earlier than in the past.

Notable initiatives designed to accommodate students during a period of on-site construction projects (notably the West Quad project) include:

- Expansion of the Library Café; enhancement of the Library Lower Level Lab, and installation of beaming stations in the Library (see Outcome 9).
- PCs housed in instructional and public computing facilities increased to 1,837 in 50 locations (from 1,747 in 47).
- Seven additional "smart classrooms," increasing the total to 19. Nine smart lecture halls built with funding from a City Council grant. Twenty more portable presentation carts distributed to academic departments, bringing the total to 98.

- Wireless network access expanded to the Boylan Hall cafeteria and the newly enlarged Library Café. WIFI installed in the James Hall lobby, three floors of the Student Center, and labs in the departments of art and sociology.
- Renovations and new furnishings in the Boylan Hall cafeteria, scheduled for summer 2006.

College Target 28: Lower or hold constant the percentage of tax-levy budget spent on administrative services

Outcome 28: The College lowered the percentage of tax levy funds spent on administrative services from 29.2% in FY2004 to 28.9%. Potential savings and efficiencies are pursued throughout the year. Savings were achieved in general institutional services as the percentage of tax-levy budget there decreased from 12.5% to 11%. Reducing costs associated with maintenance and operations on a campus with an aging physical plant and in the midst of ongoing construction projects is the main challenge. The percentage of tax levy funds spent on M&O went to 10.9% from 9.8% in the prior fiscal year.

College Target 29: Have and implement financial plans with a balanced budget

Outcome 29: A financial plan with a balanced budget was submitted to the University Budget Office and the College responded to all requests for information throughout the year. Actual expenditures are reviewed constantly to ensure the College stays within budget.

College Target 30: Increase the percentage of instruction delivered on Fridays, nights, and weekends, to better serve students and make fuller use of facilities

Outcome 30: The College increased its percentage of undergraduate FTE instruction on Fridays, nights, or weekends to 37.4% in fall 2005 and more than doubled its January 2006 intersession offerings (up to 30 from 13 courses in January 2005). A student survey regarding scheduling preferences was conducted in spring 2006. The results, together with data analyses and focus group materials, will be used to inform future course scheduling.

College Target 31: Have a dedicated environmental health and safety officer and establish an environmental health and safety tracking system to ensure continuous compliance

Outcome 31: The College's Office of Environmental Health and Safety (EHS) is managed by a director dedicated to these issues. Apropos tracking and compliance, the following was accomplished in 2005-06:

- A compliance tracking system that provides for periodic campus inspections at various intervals by trained college personnel and utilizes checklists, logs, and other evaluation and recordkeeping tools was developed and implemented.
- A chemical inventory management system (Chem Tracker) was successfully implemented as part of a focused CUNY pilot. When fully deployed, the new system will facilitate hazardous material tracking and reporting, hazard communication, safe chemical handling, and emergency response. Authorized users will be able to maintain an accurate chemical inventory for their laboratories or stockrooms and have direct access to all relevant information.
- The College's health and safety program was reviewed and updated to ensure compliance with current regulatory and CUNY standards, with particular emphasis on written policies for radiation safety, laboratory safety/chemical hygiene, hazard communication/right-to-know, and procedures for recording and reporting work-related injuries.